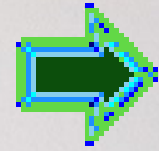




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ACTIONS RELATED TO BILINGUALISM CARRIED OUT BY EDUCATIONAL INSPECTION IN ANDALUSIA

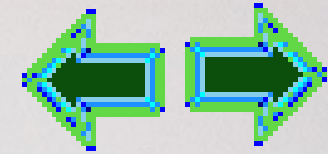
ADOLFINA RUIZ MORALES
SERVICIO DE INSPECCIÓN DE ALMERÍA



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EDUCATIONAL INSPECTION'S FUNCTIONS IN SPAIN

- a) **SUPERVISE**, evaluate and control, from the pedagogical and organizational point of view, **EDUCATIONAL CENTRES**, as well as the **PROJECTS AND PROGRAMS** that are developed in those institutions.
- b) **SUPERVISE TEACHERS' PRACTICE, HEADMASTERS/ HEADMISTRESSES** and collaborate to their continuous improvement.
- c) **EVALUATE THE EDUCATIONAL SYSTEM** and its different elements.
- d) **SUPERVISE THE APPLICATION OF THE EDUCATIONAL LEGAL FRAMEWORK** in educational centres.
- f) **GIVE INFORMATION AND ADVICE TO THE DIFFERENT MEMBERS OF THE EDUCATIONAL COMMUNITY** (teachers, parents and students) **ABOUT THEIR RIGHTS AND DUTIES**.

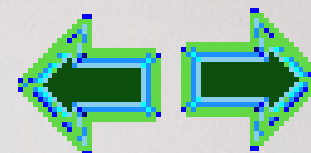




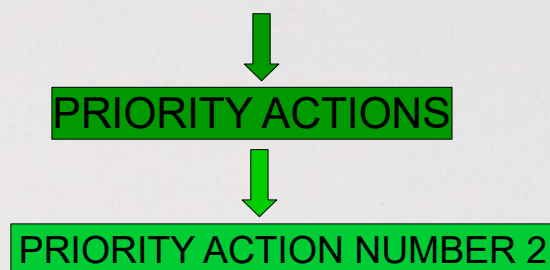
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EDUCATIONAL INSPECTION'S PLAN OF ACTION (2019-2023).



- First and last time carried out- 2019/20 school year.
- Sample inspection.
- 70% of the secondary schools chosen were bilingual and 49% of primary schools.
- We evaluated items in three different areas:
 - ➔ The teaching-learning process.
 - ➔ Attention to diversity.
 - ➔ Evaluation.

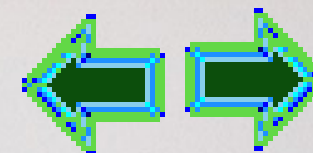




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ASPECTS RELATED TO BILINGUALISM IN PRIORITY ACTION NUMBER 2.



1. THE TEACHING-LEARNING PROCESS.

4. The educational centre has developed the integrated curriculum in their Educational Project.
5. In the lessons observed by educational inspectors, teachers apply strategies to foster learning contents in the foreign language.
6. In the lessons observed by educational inspectors, teachers develop communicative tasks (both written and oral ones) to contribute to develop students' communicative competence.



3. EVALUATION.

4. In the evaluation of non-linguistic subjects, teachers give priority to their curriculums over students' communicative competence in L2. The communicative competence acquired by students is taken into account to improve their marks according to the evaluation criteria defined in the Educational Project.

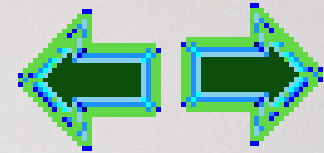




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CONCLUSIONS DERIVED FROM THE PRIORITY ACTION NUMBER TWO IN PRIMARY SCHOOLS.

- x In most educational centres, **THE INTEGRATED CURRICULUM** is **NOT DEVELOPED**.
- x In most educational centres, **THE METHODOLOGY** that has to be applied (**CLIL- Content and Language Integrated Learning**) IS **NOT APPLIED**, that is, it was observed a lack of use of communicative tasks to learn the subject's contents.
- x In 50% of the centres evaluated, in the evaluation of non-linguistic subjects **TEACHERS GIVE PRIORITY TO SUBJECTS' CURRICULUM** over students' communicative competence in L2.
- x In 50% of the centres evaluated, **THE COMMUNICATIVE COMPETENCE ACQUIRED BY STUDENTS IS NOT TAKEN INTO ACCOUNT TO IMPROVE THEIR MARKS**, according to the evaluation criteria defined in the Educational Project.

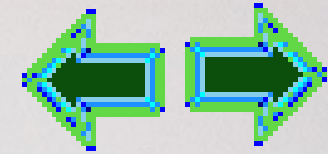




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DIFFICULTIES AND IMPROVEMENT PROPOSALS DERIVED FROM BILINGUAL CENTRES' SELF-EVALUATION.

1. DIFFICULTIES.

- There are many educational centres without conversation assistants.
- Only 30% of teachers know how to use and are trained in CLIL methodology.
- There are many difficulties to apply the program: non-linguistic areas teachers don't teach at least 50% of lessons in L2.
- Many centres don't know how to develop the integrated curriculum.
- Teachers in bilingual centres don't widespread and share the materials they create.
- Many educational centres don't evaluate according to the legal framework.
- Only 50% of bilingual centres participate in international programs.

2. IMPROVEMENT PROPOSALS.

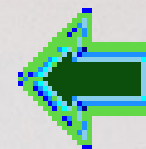
- All the educational centres need conversation assistants the whole school year and if not, at least it is necessary to bear in mind those educational centres without conversation assistants in the last two school years.
- Teachers need more training in CLIL methodology and attention to diversity.
- It is necessary to modify the legal framework that regulates bilingualism.
- Bilingual coordinators ask for an hour for coordination and teachers participating in the programs claim for more hours to dedicate and prepare materials and resources to the program.
- To give models to centres in order to elaborate the integrated curriculum.
- It is necessary to have conversation assistants with teaching profile.





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Thanks for your attention

